

Name \_\_\_\_\_

School \_\_\_\_\_

Town \_\_\_\_\_

Grade \_\_\_\_\_

Phone \_\_\_\_\_

LEARNING RESULTS		DEGREE OF MATCH	0=no link 1=weak link 2=good link 3=strong link
<b>A.</b>	<b>PERSON-TO-PERSON COMMUNICATION</b> Students will develop communication skills for direct conversation and written correspondence. Students will be able to:		
A1.	Compare and contrast people, things, and events by using strings of sentences.		
A2.	Clarify and ask for clarification in conversation or brief written exchanges.		
A3.	Present and exchange information about current, past, and future events regarding issues of personal interest.		
<b>B.</b>	<b>READING, LISTENING, AND VIEWING FOR UNDERSTANDING</b> Students will develop reading, listening, and viewing skills so they can obtain and interpret information. Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able		
B1.	Demonstrate comprehension of selected short samples of spoken language.		
B2.	Demonstrate understanding of the main ideas of non-fiction oral presentations such as newscasts and documentaries.		
B3.	Demonstrate comprehension of short written texts that contain some unfamiliar content.		
B4.	Identify the main ideas and supporting details of an informational text such as a letter, story, poem, or newspaper.		

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B5.	Demonstrate understanding of the main ideas and supporting details of brief discussions and presentations about familiar topics.			
B6.	In the study of Latin or ancient Greek, recognize the grammatical structures essential to understanding a short narrative or reading passage.			
B7.	In the study of Latin or ancient Greek, translate a narrative into English.			
<b>C.</b>	<b>ORAL AND WRITTEN PRESENTATIONS</b> <b>Students will develop skills in oral and written presentation for one-way communication with an individual or a group. Students will be able to:</b>			
C1.	Use short paragraphs to summarize the content of simple articles, documents, or oral texts written in the second language.			
C2.	Write effective letters for various purposes.			
C3.	Write an explanation supporting an opinion on a topic of personal importance.			
C4.	Describe past, present, or future events in areas of public interest.			
C5.	Give directions for carrying out a multi-step task.			
C6.	Plan and deliver a report on a self-selected topic.			
C7.	Use paraphrasing, predictions of what comes next, or other techniques to demonstrate their understanding of selected examples of authentic spoken language.			
<b>D.</b>	<b>WORKINGS OF LANGUAGE</b>			

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	<b>Students will gain a deeper understanding of both their native language and of the way language works by discovering patterns among language systems. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to:</b>			
D1.	Demonstrate awareness that there are phrases, idioms, and words that do not translate directly from one language to another.*			
D2.	Recognize noun and verb forms and how they function in the second language in relation to comparable elements in English.*			
D3.	Compare variations of meanings of words, gestures, and intonation in the second language and English.*			
D4.	Demonstrate knowledge of the relationship between grammatical structure (e.g., word order, verb tenses, noun cases, and number) and meaning.*			
D5.	Demonstrate understanding of the processes of derivation and word borrowing from one language to another (e.g., soufflé from French, caucus from Algonquian, labor from Latin).*			
<b>E.</b>	<b>CULTURAL PRACTICES, PRODUCTS, Students will gain insight into another culture through an understanding of its social practices, products, and perspectives. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.) Students will be able to:</b>			
E1.	Experience (read, listen to, view, perform) the arts of another culture (e.g., stories, poetry, music, film, sculpture, dance, drama, myth, legend) and discuss their meaning to that cultural community.*			
E2.	Engage in everyday activities of another culture (e.g., eating, shopping, entertaining, telephoning), using appropriate nonverbal cues and verbal cues in the second language.*			

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E3.	Identify and discuss connections between cultural values and socially approved behaviors of another culture.*			
E4.	Identify and discuss social, political, and economic issues that affect youth or the community in the culture studied (e.g., legal rights, political organizing, employment opportunities).*			
<b>F.</b>	<b>CROSS-CULTURAL CONNECTIONS AND COMPARISONS</b> <b>Students will recognize the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought, or geography. (Indicators followed by an asterisk (*) may be accomplished in English or the second language. All other indicators are to be performed in the second language.)</b>			
F1.	Acquire information from a variety of sources written in the second language about topics being studied in other school subjects, such as political and historical issues, worldwide health problems, and environmental concerns.			
F2.	Present written or oral reports on topics being studied in other classes.			
F3.	Compare information on a specific topic, gathered from a variety of sources in the second language, to information, written in English, on the same topic.*			
F4.	Demonstrate an awareness of the relationship between cultural practices (e.g., rituals, work habits, sports, leisure activities) and values by comparing selected practices from another culture with their own.*			
F5.	Demonstrate an understanding of the way tangible products (e.g., food, tools, artwork) and intangible products (e.g., laws, educational systems) define a culture and how they influence other cultures.*			